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| Grade 1 ELA |
| I Can Statements |
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**Comprehend and Respond (CR) –**

**Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.**

**CR1.1 *Comprehend and respond* to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:**

* **identity (e.g., All About Me)**
* **community (e.g., Friends and Family)**
* **social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.**

**Indicators**

* I can view, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility.
* I can make and share connections among texts, prior knowledge, and personal experiences (e.g., family traditions).
* I can relate aspects of stories and characters from various texts to personal feelings and experiences.
* I can show awareness of the experiences and ideas of other persons encountered through texts.
* I can describe characters, the way they might feel, and the way situations might cause them to feel.
* I can show respect for own culture and the various cultures, lifestyles, and experiences represented in texts including First Nations and Métis cultures.

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**CR1.2 *View and comprehend* the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).**

**Indicators**

* I can identify and locate the key information in pictures, charts, and other visual forms (e.g., photographs, physical movement, icons) including traditional and contemporary First Nations and Métis resources and performances.
* I can select and use the appropriate before, during, and after strategies when viewing.
* I can use applicable pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when viewing.
* I can recognize the commonalities in works by the same illustrator.
* I can view a video version of a print book and discuss how the two versions are the same and different.
* I can distinguish between daily life and life depicted in television shows, cartoons, and films.
* I can recognize feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams, pictographs, and icons.
* I can view and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.

**CR1.3 *Listen to and comprehend* a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).**

**Indicators**

* I can listen and respond appropriately to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Métis stories.
* I can select and use the appropriate before, during, and after strategies when listening.
* I can use applicable pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when listening.
* I can retell stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.
* I can listen to texts and retell the most important information (e.g., who, what, when, where, why, and how).
* I can listen courteously and attentively to understand the meaning and intent of others.
* I can demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).
* I can listen to carry out directions with four to six simple steps.

**CR1.4 *Read and comprehend* grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.**

**Indicators**

* I can read and interpret own writing, experience charts, labels, symbols, and print in environment.
* I can select and use the appropriate before, during, and after strategies when reading.
* I can use applicable pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when reading.
* I can distinguish between fiction and non-fiction.
* I can read aloud with fluency, expression, and comprehension any text that is already familiar and is at an independent reading level.
* I can identify the sequence of an informational text and respond to who, what, when, where, why, and how questions.
* I can read and follow one-step, two-step, and three-step written instructions.
* I can retell the central ideas of simple expository and narrative passages (including contemporary and traditional First Nations and Métis stories), identify and describe where and when stories take place, the characters in a story (and their feelings), and the story’s beginning, middle, and end, as well as the problem and the solution.
* I can read and re-read “just-right” texts independently for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension.
* I can begin to utilize silent reading.

**Compose and Create (CC)**

**Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.**

**CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:**

* **identity (e.g., Feelings)**
* **community (e.g., Neighbourhood)**
* **social responsibility (e.g., Plants and Trees).**

**Indicators**

* I can a use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.
* I can dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.
* I can create stories, explanations, poems, and dramatizations using known patterns and later developing own patterns.
* I can create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.
* I can use inquiry to explore a question or topic of interest related to the themes and topics being studied:

• I can discuss personal knowledge and understanding of a topic to discover research interests and needs.

• I can use the language of inquiry (e.g., “I want to find out if ...”, “I know ...”).

• I can ask questions to satisfy personal curiosity on a topic and discuss information needs.

• I can ask and answer questions to help satisfy group curiosity and information needs on a specific topic.

* I can answer questions using visual, multimedia, oral, and print sources.

• I can understand that resource centre materials have a specific organization system and use titles to locate information and ideas.

• I can recognize when information answers the questions asked.

• I can collect and organize relevant ideas and information.

• I can represent and tell key ideas and facts in own words.

• I can share with peers and teacher what was learned through inquiry.

**CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).**

**Indicators**

* I can understand that making pictures, illustrations, and other representations clarify and extend understanding.
* I can select and use the appropriate before, during, and after strategies when using various forms of representing to communicate meaning.
* I can use applicable pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when using various forms of representing.
* I can check for details in work.
* I can dramatize a story (e.g., a traditional First Nations, Métis, or Inuit story).
* I can explore electronic technology to represent ideas and events.

**CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.**

**Indicators**

* I can use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.
* I can select and use the appropriate before, during, and after strategies when speaking to communicate meaning.
* I can use applicable pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when speaking.
* I can share and talk about what is being learned, and stay on topic when speaking.
* I can participate in small-group work.
* I can answer questions in complete sentences.
* I can give directions that include several sequenced steps.
* I can retell stories using a beginning, middle, and end, and include details regarding who, what, when, where, why, and how.
* I can relate an important event or personal experience in a simple sequence.
* I can rehearse and deliver brief short poems, rhymes, songs, stories (including contemporary and traditional First Nations, Métis, and Inuit poems and stories) or lines from a play and oral presentations about familiar experiences or interests.

**CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.**

**Indicators**

* I can recognize that writing is a process focused upon conveying meaning to self and others.
* I can select and use the appropriate before, during, and after strategies when writing to communicate meaning.
* I can use applicable pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.
* I can write about familiar topics using the learned vocabulary to express ideas.
* I can create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model.
* I can write brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.
* I can begin to include related details with main idea and edit with teacher support.
* I can attempt to choose interesting words in independent writing.
* I can write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.
* I can share work with others for feedback.

*Note: Grade 1 students usually write a single draft. They employ a simple writing process (e.g., pre-writing, drafting, and “fixing up”) with teacher support.*

**Assess and Reflect (AR) –**

**Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.**

**AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.**

**AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.**

**Indicators**

* I can reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.
* I can co-reflect on viewing, listening, reading, speaking, writing, and other forms of representing to identify strengths and to discuss attributes of, and strategies used by, good viewers, listeners, readers, representers, speakers, and writers.
* I can seek feedback from peers, teacher, and others.
* I can consider and reflect upon pre-set goals.
* I can self-check for meaning.